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ABSTRACT

Due to rapid social changes, the government of the Republic of China instituted in 1979 the "Teacher Education Statute," which incorporated the training of both elementary and secondary school teachers. This was followed by legislation in the form of bylaws that prescribed the ways and means of the program's implementation. Revision of this current statute is inevitable and probably will take place in five years. The revision will stipulate that public normal colleges and universities still manage the education of elementary and secondary school teachers, but junior normal colleges be converted to senior colleges in order to upgrade the quality of elementary school teachers. All senior school teachers will be required to have a masters degree; all junior high school teachers will need a bachelors degree. Other suggestions for the revision include: (1) better salaries or more substantial government scholarships and allowances in order to attract prospective teachers; (2) possible revision of the post-baccalaureate section for vocational school teachers; (3) reinforcement of culturally oriente courses for students; and (4) systematization of inservice teacher training programs. (JMK)

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The Prospect of The Development of Teacher Education in The Republic of China

-- An Explorative Analysis from a Statutory Viewpoint

by Dr. Shang-Yung Liang

Toward the end of Ch'ing Dynasty in 1902, innovative educational systems were introduced to China. Among them was the teacher education system for training elementary and secondary school teachers. However, this teacher education system had to wait for many years to find its legal basis. It was not until 1933, 1942 that the nationalist government of the Republic of China promulgated the "Normal School statute" and the "Normal College Statute". Since their promulgation, these two statutes have been in effect for more than 35 years. The substance of the statutes, though revised for several times, did not reflect any significant changes. Since its move to Taiwan, the ROC government has regarded educational renovation as one of its national priority policies. In general, education has been held in high esteem. Over the past 30 years, the benefits of education have been enjoyed by the overwhelming majority of the student population. In addition, the duration of free education was extended from 6 to 9 years in 1969. As for the training and cultivation of teachers, the emphasis on the quantity of teachers was shifted to that of quality. The best evidence of this shift was the conversion of the 9 normal schools (equivalent to high school level) to junior normal colleges during 1960 to 1962.

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Due to the rapid social changes, the old teacher education statutes can no longer meet the needs of the current situation. Neither could they stand the test of time. As a result, our government abolished the previous statutes in 1979, and promulgated the "Teacher Education Statute" that incorporates the training of both elementary and secondary school teachers. This was followed by the promulgation of the "bylaws" prescribing in detail the ways and means of its implementation. From then on, teacher education in the Republic of China has been carried out according to this new legislation (by-laws). The main points of the legislation are as follows:

1. With teacher education being the nation's spiritual citadel, normal colleges and universities should be supervised and run by the state.
2. The training of the elementary school teachers is held at the level of junior normal colleges; that of the secondary school teachers, at the level of normal colleges and universities.
3. To balance the supply and demand, the administrators of normal colleges and universities should plan on the enrollment of students well in advance. All students should be supported with public funds provided by the government. The minimum number of years of teaching as obligation should be clearly written in the teacher education bylaws. This planning and enaction can help ensure the sufficient supply of qualified teachers.
4. The normal college and university college of education should set up post-baccalaureate section or college extension department for the graduates holding degrees from academic departments related to secondary education. The students of this section or department will have to do one year course work and one year teaching practice in order to get a certificate for teaching in secondary schools. This is to make up the insufficient quantity of the normal colleges and universities graduates and, at the

same time, give graduates of other universities an opportunity to become qualified teachers.

5. The Curriculum of junior normal colleges can be designed to train and cultivate teachers for kindergartens. Students of normal colleges can take one minor area of study apart from the major field of study. This is to increase the flexibility of the election of course work, to meet with the interest of the students, and to satisfy the needs of the small-sized schools where the teachers are usually required to teach more than one subject.
6. Teacher education is composed of two parts: (1) course work at college; (2) teaching practice. Up to this day teaching practice receives unabated attention, by all means. Students of both junior normal colleges and Normal Universities should do one-year teaching practice after they finish their academic study. Only when they meet both requirements can they graduate.
7. In-service training is also stressed. All normal colleges and universities should provide teachers' in-service training courses.

"Teacher education statute" has been practiced for four years whereas "The bylaws of detailed ways and means of the implementation of teacher education" have been in force for only two years. It may be concluded that these two statutes will probably have to be revised when we reexamine the practice of today and make projection of tomorrow's educational development in regard to social and economic progresses. Five years from now, revision of the above-mentioned statutes is inevitable. The main points of the revision will include the following:

1. Because traditionally we pay much attention to teacher education, the cultivation of qualified elementary and secondary school teachers will be still managed by public normal colleges and universities only. However, junior normal colleges for the

cultivation of the qualified elementary school teachers will be converted to senior colleges in order to upgrade the quality of elementary school teachers. At present, junior and senior high school teachers are trained in normal colleges and normal universities for their major teaching subjects. Recently, education at the graduate study level has developed rapidly. In order to enhance the level of qualified senior school teachers, we will require that senior high school teachers hold master's degree or do research work equivalent to graduate study, and that junior high school teachers need to have the bachelor's degree.

2. Presently, all of the students in junior normal colleges and normal universities are financially supported by the government. After graduation, they must render service to the nation for a certain number of years. But the pay in public schools is too low to attract outstanding young men and women to make teacher education their choice in the nationwide joint college entrance examination. Besides, as to the students who fail to fulfill their obligations after graduation, they have only to repay their received government subsidy. Therefore, the stipulation as to the required number of years of teaching won't be too harsh for them. On the other hand, in times of economic recession and unemployment, the teaching obligation becomes an attractive boon of job security. In order to attract young men and women to take part in the entrance examination for normal colleges and normal universities, we should offer better salary scale or to raise government scholarships and allowances. And normal colleges (and normal universities) responsible for the training of qualified secondary school teachers can admit self-supported students to reduce our government expenditures.

3. According to the existent teachers education statutes, the post-baccalaureate section in normal colleges and universities will be

established. Only the universities graduates can be admitted and they should receive one year of training with the government financial support. The main objective of the post-baccalaureate section is to cultivate qualified vacational school teachers. As most of the vocational schools are private-owned, this will bring more difficulty in placing students for practice teaching after they finish their training. Hereafter, we may admit some self-supported students with the stipulation adapted and revised.

4. Besides the current stipulation for minor subjects, which will remain intact, we will go further to reinforce culturally oriented courses for students to establish their foundation of academic study. Since the college curriculum is being revised at present, and the main objective of college education is generally recognized as to cultivate students with all-round ability, normal colleges and universities should be also in line with this trend.

5. In recent years, normal colleges and universities have offered different kinds of in-service teacher training programs for secondary school teachers. But the programs are not well co-ordinated, and we need to systematize them in the future. As to systematization, we should stipulate the kinds of teachers who need take part in the in-service training, the institutions which manage the in-service training, and the ways that the in-service training programs proceed. The cucurriculum, course credits and degrees of the in-service training may be different from those of the regular postgraduate study.

In order to match the need of the above mentioned development, junior normal colleges which cultivate qualified elementary school teachers, will be converted to senior normal colleges. After that, the total amount of normal colleges training elementary school teachers will have to be reduced, in our estimate, from the present nine to seven. As to the institutions

training secondary school teachers, the present three normal colleges, including one university and two normal colleges, will not be changed, but they need to expand. The establishment of the post-baccalaureate section, which will result in the increase of students of different background, would be a milestone in the history of our teacher education development.

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